

PARENT- TEACHER

SERVICES TO EDUCATION

BULLETIN 16

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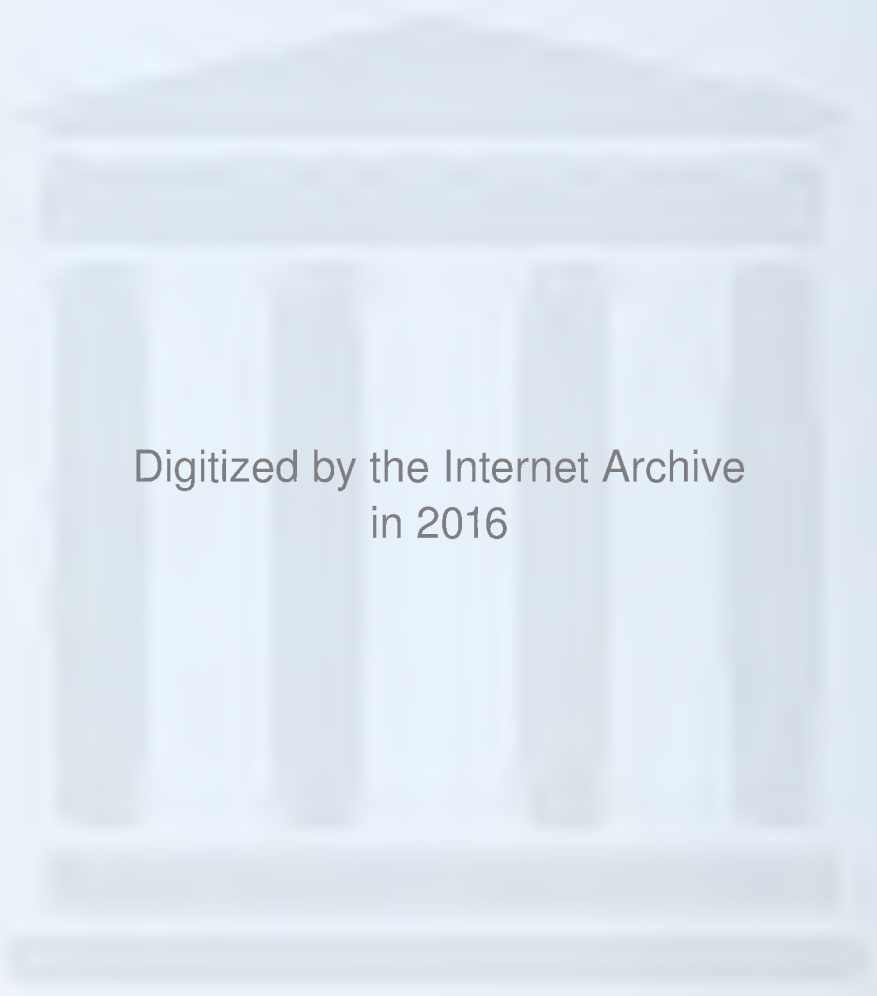
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LESTER K. ADE - - - Superintendent

Foreword

Because of the importance of cooperation between parents and teachers in the educational program of the Commonwealth of Pennsylvania, the Department of Public Instruction includes among its publications this bulletin on the activities of Parent-Teacher Associations. It is designed to show not only what has been accomplished by forward-looking organizations in improving local school systems but also to point out suggestions for future advances in the educational field.

LESTER K. ADE
Superintendent of Public Instruction

January 3, 1939



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Introduction

The Parent-Teacher Movement

THE following statement from *Parent-Teacher Activities in Teacher Education Institutions* summarizes the purposes and aims of the movement:

"The parent-teacher movement is an outgrowth of democracy. It has developed because in a democracy cooperation between the home and the school, with both the home and the school realizing their responsibilities, is essential.

"Organized parents (teachers historically have an *in loco parentis* relationship and are here spoken of as parents), working through the parent-teacher association, are able to assist school authorities in establishing relationships which promote more effective education programs. Likewise the parent-teacher association provides a channel through which organized parents and teachers may express themselves in matters of public education. Participation on this basis will establish more satisfactory parent-pupil-teacher relationships.

"It is the responsibility of the parent-teacher association, representing organized parents and teachers, to disseminate information on programs and plans with reference to education, welfare, and health, on objectives, needs, changes, progress, and development in schools, and community organizations and agencies.

"Working in the parent-teacher movement, the teacher relinquishes none of his professional status. He does, however, in taking his rightful place in the community as a citizen, make himself felt as a citizen in the interest of children and youth.

"Organized parents and teachers working in the parent-teacher movement . . . are able to draw upon local, state, and national resources, and thereby profit from the returns of organized cooperative effort."

History and Objects of the Parent-Teacher Association

The National Congress of Parents and Teachers is the national organization which sponsors the parent-teacher movement in the United States. It was founded under the title of The National Congress of Mothers at Washington, D. C., on February 17, 1897, with Mrs. Theodore W. Birney, of Washington, as the founder and first president, and Mrs. Phoebe A. Hearst, of Washington, as co-founder and first vice-president. The Congress is now composed of over two million individuals who have become members of the national body through membership in a local PTA. The three main parts of the Congress are: the national unit of organization; state branches, with their districts and councils; and local units, usually called parent-teacher associations. State branches were early organized: New York in 1897, followed by Pennsylvania in 1899, until in 1925 there were forty-nine branches, the District of Columbia and Hawaii ranking as state branches. The objects of the organization as stated in the 1938 by-laws of the National Congress are identical throughout the units, national, state, and local, and are set forth as

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united effort as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

Principles of the PTA

Some of the principles by which the PTA's are guided are:

- (1) A PTA is nonpartisan, nonsectarian, noncommercial.
- (2) Financial support of the school is recognized as a public responsibility.
- (3) Material aid to the school is seldom a responsibility of the PTA.

(4) A PTA is a voluntary organization, for the constructive cooperation of home and school.

(5) The work of the association is shared by parents and teachers by mutual agreement.

Name and Ideals of the PTA

The name of the association is peculiarly appropriate: Parent-Teacher Association. It emphasizes that the two great guiding forces which mould the child—the parent and the teacher—have joined forces to help the child. The anagram formed on the common abbreviation used—PTA—expresses the ideal towards which the association aims—PARTNERS TOGETHER ALWAYS.

PTA Services to the Total Environment of the Child

The services that the PTA proposes to render childhood and youth are centered in the child as affected by his total environment—at home, in school, and in the community. Each sphere in which he lives is important for the help or hindrance which it affords the child, and for the manner in which the child learns to adjust himself to his new experiences. When the child leaves his home to enter school and the community, not only should the home continue to strengthen its influence, but it should consciously cooperate with the school and the community in developing the new influences which the child encounters. In proportion as the PTA is able to concentrate its services to the child on the latter's environment as a whole, just so far will it achieve its purposes as set forth in the by-laws of the organization.

Purpose of This Pamphlet

In this pamphlet the aim is to show more especially the services that the PTA renders in relation to the public school program, and to public education. By choosing one of the three spheres of influence which create the mature individual—the school—it is hoped to make clear the need of full cooperation between the home, the school, and the community in promoting the welfare of the child and the youth.

Purposes of a Local PTA

One of the first purposes of a local PTA is to understand the plans and aims of modern education. Almost everything about the school has

Education

undergone a fundamental change in the last few years, and so, in everything from the present method of teaching reading to the many extra-curricular activities of the secondary schools, there exists an urgent need for interpretation of the new education which is seeking to prepare the child for life in a rapidly changing world. To cooperate in this interpretation means that PTA must know the local schools thoroughly: know the principal, the faculty, the school plant, the curriculum and the children at work. The best school standards should be learned, and these standards adapted to the special needs of the community's school.

School Elections

The PTA should take an influential interest in school elections dealing with the choice of board members and fixing of the tax rate. The PTA should not endorse candidates for the board, but it should make a thorough study of the conditions affecting the school, aid in developing an informed public opinion, and make a sustained effort to get every elector to vote. By helping laymen to understand the purposes and program of the school the PTA can render an outstanding service in combating the propaganda, fostered by special interests, that in these hard times the tax burden for free public schools is too great.

Friendly Interest in Teachers

The PTA has a special interest in the teachers of the schools both for their own sakes and for their influence upon the children. The PTA's as a matter of course give the teacher their support professionally, but many of them forget to show a friendly interest in her social life. No teacher should arrive in a strange town without some one to welcome her, to help her find a home, and to inform her of all the details of shops and conveniences that will enable her to settle down in her new surroundings with a feeling that she is considered a welcome member of the community.

Material Aid to the School

Only in exceptional instances should the PTA take over the proper work of the school board in supplying material aid to the school. Instead of supplying material aid, the PTA should seek to develop an informed public opinion concerning adequate support of public education by the tax payers of the community. Sometimes it is necessary, however, to supply aid in rural or poorer districts, or to introduce new means of instruction, such as the moving picture or the radio, until the citizens of the community and the school board see the value of the new equipment, or are able to assume the responsibility for its maintenance.

Summary

To sum up, the PTA undertakes to cooperate with the school in understanding and interpreting the plans and aims of education for all children with regard to their physical, mental, and spiritual betterment, and, as a natural result of this desire, studies the nature and development of the child.

Raising Funds for the PTA

The dues for membership in the PTA are usually very small. The membership dues are used for the small essentials necessary to "keep the wheels going round." The PTA raises the funds which it finds are needed for child welfare and for scholarships through many ingenious ways. Salvage shops are maintained, bazaars and sales of all kinds are held, and carnivals and dramatic presentations provide enjoyment and revenue. Football games have been fine sources of funds in some places. As the public becomes acquainted with the work of the PTA, financial backing is usually forthcoming.

Organizations of the PTA

The types of organizations of the PTA are the associations of the elementary schools; the secondary school PTA's; and the rural PTA's. In the South and wherever there are separate schools for colored children there are colored PTA's. In some places there have been formed college and church PTA's.

Elementary
School
PTA's

The most numerous associations are those which consider the needs of children in the pre-school groups and in the elementary grades. Many communities have concentrated on these ages alone. The growth of nursery schools and kindergartens has encouraged the formation of associations of parents and teachers interested in the problems of children of these ages. However, the major part of the work of child study, guidance, and welfare which the PTA undertakes concerns the children of the elementary grades. Therefore, the detailed description of the services of PTA for this group is given in the later sections of the pamphlet.

The secondary school PTA has an ever-increasing responsibility to understand and guide young people. It has several major fields of interest. First comes the understanding of boys and girls of the adolescent period, so that tactful treatment will help them find their proper place in life. Then, there is the necessity of understanding the trends of present-day secondary education and the trends of present social and economic conditions as they relate to secondary school students. The secondary school presents many problems requiring sympathetic understanding through the PTA. The groups usually consider the purpose of secondary education, its special needs and problems, the demands of its curricula, the methods it employs, the question of its adequate support, and the

Secondary
School
PTA's

relation it bears to contemporary life. The community must realize the absolute need of constructive and protective leisure time activities for students of the high school age.

Courses of study and extra-curricular activities under school supervision are of course laid out by experts in the departments of education. Since the secondary school faculty feels a definite responsibility in the more vital problems confronting its pupils, the PTA is eager to cooperate in a friendly, wise, and wholesome effort towards solving problems in human relationships. The compilation of the replies to a questionnaire filled in by many students shows that the young people have definite demands that they feel should be considered in making out the courses of study. Both boys and girls wish for guidance in social relations, personal conduct, marriage, and sex. They often feel that the secondary school offers them little in the way of training for a livelihood, and they ask for vocational guidance to realize their personal and social needs, to satisfy the demand for a living wage, and to decrease the necessity for premature choice of occupation, frequent readjustment, and probable failure. On the practical side the boys ask for definite mechanical and electrical instruction, and the girls for vital courses in home making. Moreover, the students wish to be taught cultural subjects for the enhancement of leisure time, home making for the benefit of family life and parenthood, and leadership in those fields in which they have talent. These requests are vital both to the students and to the community in which they soon will take their places, and the PTA considers carefully how it may best aid in the successful solution of their problems.

Secondary school PTA's tend to direct their efforts first toward raising the standard of scholarship by cooperative action with the school regarding home study, home reading, and the regulation of the hours of sleep and recreation. Social affairs are considered very important in the development of the students and are encouraged under proper conditions. The PTA endeavors to work out a social program which includes both real enjoyment and ideals of conduct, and in which the young people acknowledge that the addition of parents or teachers does not interfere with their pleasure. On the other hand, the PTA endeavors to check up on commercialized amusements in regards to their quality and presentation.

The secondary school PTA often provides for scholarships in order that young people of ability may remain in school or continue on to college. Cooperation in vocational guidance and placement service for the student not going on to college take the form of industrial and commercial surveys of the opportunities offered by the community to the young worker.

Fathers' groups, or Dads' clubs, are often formed in conjunction with secondary school PTA's, and seem to be most interested in the physical activities of school or community. While they are particularly interested in helping to provide athletic fields and equipment, play space and gymnasiums, they are ready to cooperate with all worthwhile undertakings of benefit to students.

In short, a secondary school PTA combines the services of the principal, the faculty, and the parents in the planning and direction of its program and recognizes in some way the contributions of the student body which it seeks to serve.

The rural districts have a special need for the activities of the PTA, Rural PTA's because very frequently there is no other organization which includes all of the citizens of the community. Because of the widely scattered homes and the lack of knowledge of the advantages that can be given their children by the pooling of existing resources, the initial impetus must often come from the school itself. A town-reared teacher, if she will meet her new environment in the proper spirit, can be of great value to a rural community. Coming from a life richer in culture, she can bring into the lives of her pupils the factors which have been a part of her own development. If she is able to take the initiative in the formation of a PTA, that medium may perhaps be used to accomplish her goal.

Once formed, the activities of the PTA are similar to those in urban communities. The consideration of the child and his needs at school soon leads to the planning of improvements in the home environment and in the community, and from the child himself the interest widens to include his elders. A probable beginning is health improvement for the pre-school as well as for the school child, the provision of playgrounds and play space for rainy days, and the beautifying of the school grounds. By sponsoring school exercises relating to agriculture and home economics, the PTA attracts parents to displays of canning and cooking, stock and grain judging. In this way the children make clear that vital connection which the education and training they are receiving has with the life they propose to lead in the community.

Successful activities of the rural PTA which have affected the wider sphere of the community have been the Chautauqua session, whereby publicity for education and its benefits has been gained; health contests; educational displays; recitals and debates; and other social activities. In the country the older people as well as the children experience the fun of social activities together.

Through the efforts and cooperation of the PTA the whole community

should receive the benefits a realization of true citizenship brings. Citizenship, civic improvement, safety measures, and an understanding of one's obligations as a desirable member of the home and the community are important parts of the training for everyday living in rural as well as in urban life. The schools have a definite place for this training which the children receive as they progress in school. The influence of the parents must strengthen the work of the teachers.

An active PTA in which all members participate has definite goals towards which to work, such as the provision of library facilities, improvements in school, home, and community, and the furnishing of increased cultural opportunities. Among the important subjects which a rural PTA should stress are the formation of parent education study groups and the promotion of health and safety education.

Methods and Techniques

Programs

A GOOD program of worthwhile activities to include all the members of the PTA is absolutely essential. Guidance in the selection of appropriate fields of work may be found in the *Parent-Teacher Manual*, issued by the National Congress of Parents and Teachers, or in articles printed in *The National Parent-Teacher*. The program committee selects a subject for the year with topics suited for each meeting. After submission of the proposed program to the executive committee, and discussion with the other committees to insure co-ordination of effort, copies of the program are placed in the hands of the members early in the year. A report to the association on the part of the program committee should be made from time to time, or upon request, in order that available sources of information and assistance may be disclosed, and that the year's work may be evaluated. Activities should usually be planned by the program committee so that they extend throughout the school year and carry out definite projects. The entire program of the association should be related, and include the activities of the committees and of the study groups.

The active participation of every member of the PTA is the goal to be striven for through the discovery of individual interests and abilities, through the development of an informed membership, and through the securing of individual participation in active work, so that interest and confidence may develop. A wider outlook may be obtained by attendance at council and district meetings, conferences, and conventions.

A good program results in some of the following outcomes: Local interests and needs are discovered and met; a friendly relationship between home and school is established; the well-being of children and youth is promoted through the enrichment of family life, the support of education,

and the development of the community; and the good standing of the PTA is evident in the community, since it offers a constructive program of activities actually functioning.

Speakers on educational subjects, discussions, exhibits of school work, class demonstrations in the classroom or on the stage, all have an important part on the program. There are special programs used successfully in the community, such as "Visit Your School" days, particularly appropriate during American Educational Week; "Open House," or night sessions of regular school work; "Know Your School" programs, including demonstrations, activities, and methods.

Activities

Activities are the concrete, tangible undertakings of an association, included in the complete program of the year. Money making and money raising for any object are emphatically not the purpose of the PTA. Upon that body of parents and teachers rests the responsibility of arousing public opinion to provide material aid for school and community projects through public taxation. Leaving to one side the easy and tangible "line of least resistance" of buying things for the school, the influence of the PTA must be exerted to get public understanding and support for desirable additions to school programs and equipment. When, through the guidance of enthusiastic leaders of courage and vision, the public once sees the purposes and advantages of a progressive educational program, the matter of increased financial support will take care of itself.

Desirable activities may spring from a well-planned program, or a definite activity may lead to the formation of a year's program. A program to stimulate family reading, offered by the PTA, may lead to improvement of library facilities for the community. Or, on the other hand, the setting aside of a playground may result in a year's program on recreation in its several forms.

Activities may be classified roughly in two categories: Those which require expenditure of money, and those which do not. Among those for which little or no money need be spent are study and discussion groups, the development of musical talent in glee clubs and choruses, the Summer Round-Up, the establishment of child guidance and other clinics, the sponsorship of leisure-time activities, naturalization classes, and county library stations. Expenditure of money is usually required for playground equipment; additions to school equipment, such as library

books, pianos, or radios; scholarship funds; relief; and medical care of children. A mixture of both types of activity enables a more varied program to be maintained with a greater number of members doing active work.

Activities, of course, vary with the needs and interests of each community, and a wide range of choice results from the local conditions. Thorough investigation of local situations must precede the adoption of any program, and the cooperation of school authorities and any established agencies must be obtained before entering upon their special fields. While an activity may be planned merely on a local basis, several may be extended to a city or a county, and many are on a national scale.

Among the activities in which the PTA's have successfully participated may be listed community meetings, as forums, sings, and lectures; recreation projects, as parks, playgrounds, or dramatics; health education with its first aid classes and safety measures in home and school.

Standing Committees

Activities of the PTA are usually carried out under the direction of standing committees. Composed of as many members as possible, so that active participation in work may be spread, the committee serves as a study group in its special field, fitted to report to the whole association. The committees may be classed as those on Organization, Membership, or Publications; and those on special subjects in the field of parent-teacher interest, as Home Education, or Social Hygiene.

Meetings

Successful meetings of the PTA require definite preparation. The assembly room should be well heated, lighted, and ventilated, and as attractive as it can be made. Invitations to members and guests should be sent out well in advance. Well-arranged displays of school work of interest to parents and teachers should be ready, and parent-teacher publications and related material should be on hand to be explained or loaned. The program of each meeting should be well thought out in all details, so that it may be carried through smoothly, promptly, and in a business-like fashion. The general outline of a meeting may be as follows: opening; business; general features, as book reviews, music, or school demonstrations; the main topic, presented with appropriate variations; and the social hour. Efficient committee work outside the meeting will permit much routine to be eliminated from the meeting itself.

Surveys

Surveys, a frequent means of enlisting the aid and arousing the interest of the community, are successfully employed by the PTA. Their subject may be health, safety, or any other project by which the PTA may wish to improve conditions, or to impart information. The aid of the children is invaluable in spreading the news and maintaining interest throughout the neighborhood. A carefully planned survey, carried out to a definite conclusion, is of incalculable benefit to a community.

In making a survey, careful planning is of paramount importance, in order to achieve a worthwhile result. The object chosen must be definite, of wide application, impersonal in nature, and of evident value to the community. Existing surveys may well be brought up to date, as well as new ones made. An experienced director, or at least one with knowledge of the subject of the survey, is most desirable. Before any action is started, the steps in the development of the project must be worked out in detail, and the means planned of gaining the cooperation of all groups in the community. Publicity which avoids criticism and imparts information is to be sought. Those who are to make the survey, whether singly or in teams, must be thoroughly rehearsed in exactly what they are to find out, and how they are to proceed. The work should start as scheduled and begin with enthusiasm; the matter should be kept before the public consciousness as much as possible, as the survey is proceeding; and the results classified and published promptly. With a survey finished, some concrete use should be made of its findings.

Summary

Methods and techniques naturally vary with localities and the needs and objects of the PTA, but flexibility in programs and the means of carrying them out are essential in gaining the participation of as large a proportion of the membership as possible.

Educational Activities

General Aims

A FUNDAMENTAL principle of the PTA which is never violated, is that of non-interference with the administration of the schools. The school authorities know their own business and are legally responsible for the school system, but they usually welcome the cooperation of the local PTA. The PTA recognizes that the financial support of the school is a public responsibility to be borne by the taxpayers.

One matter of supreme importance that has a far-reaching influence on the child, the home, and the school is maintenance of the same high standards in the home as are taught in school. Where the theories of health and of conduct are taught to the pupil at school, and are then met with indifference or a low standard of practice at home, the resulting confusion in the child's mind often leads to the adoption of his parents' lower standard. Here is one of the most important aspects of education that the PTA can undertake. As soon as the parents of school children are brought to realize the necessity of their cooperation with the school, in order that there may be no divergence in matters of taste and practice between the home and the school, just so soon will unity be brought into the situation and a single standard be adopted. By its very nature the PTA is the only organization which can accomplish this essential undertaking.

Educational Aims

The educational aims of the PTA may be thus listed: To improve school conditions and school curricula; to inform the public of new movements in education; and throughout the whole school period to educate for family life and parenthood.

Conditions
at the
School

The physical conditions of the school and of the grounds often need improvement to conform to standards of beauty and orderliness desirable for the environment in which children find themselves for so many hours a day. The school board sometimes finds the situation beyond its power to remedy. Then the PTA can prove its usefulness either by seeing that funds are provided, preferably through an adequate tax rate, or, in smaller communities, by doing the work itself. A survey of the school property, a comparison with the standard practice, the improvements needed, and the ways of attaining them can be laid before the public by the PTA, who, being parents and educators as well as taxpayers, can arouse public response.

Curricula

In the matter of curricula, the PTA can interpret to the people the new progressive education which is often so much of a mystery to the uninformed public. Many PTA's have staged demonstrations of untried educational, social, or cultural projects which would benefit the school or the community, and have won enthusiastic public support. To know the school and its current needs as well as the greater opportunities it may progressively supply in improved curricula is the purpose of the PTA's efforts in this field.

Education
for Family
Life

In the role of teachers at home, the parents can give vital cooperation to the training for family life and for parenthood, which is one of the aims of both school and home. Membership in the PTA brings light on many disturbing and troublesome points through discussions and study of child nature and development, and cooperation among many of the homes tends to solve problems too difficult for individual handling. "Through discussion and cooperative action it (the PTA) seeks to deepen the meaning and significance of home life, parenthood, and of community responsibility, and to arrive at solutions which take into consideration all the points of view and the best thinking of the community. The parent-teacher movement offers a medium through which a basis may be laid for constructive social planning of education for family life and parenthood, for home-school relationships, and for community development."

School Activities

Standard-
ization of
the School

One field in which the PTA has both initiated interest and supported the school board is that of the standardization of the school and the curricula. Under the constantly changing conditions of modern life it is essential that all children be equipped with knowledge that will enable them to cope with circumstances. The public school in each community

should therefore be able to offer its pupils an education fully conforming on all points to the universal standard as set up by experienced educators. If the board is hampered by ignorance on the part of the parents or by their reluctance to raise the tax rate, the PTA, having an interest in both home and school, can demonstrate in many ways the advantages of having the school and its curricula conform to the standard requirements.

Sometimes the school board recognizes the need for an extension of activities in the school, but is unable to provide the salaries necessary. Although the general rule is that the board should be financially responsible for all school expenses, in several cases the PTA has aided by raising money for extra teachers. In this way the PTA has provided teachers for the evening schools; librarians to keep the school libraries open during the vacation; managers for the lunchrooms; and trained instructors and supervisors for the playgrounds.

Salaries for
Extra
Teachers

Another of the interests of the PTA is that of teachers' pensions. Since the teacher is expected to maintain a relatively high standard of living, it is often impossible for him to lay aside sufficient retirement income. The PTA realizes that unless adequate pensions are provided so that the best type of teachers may be attracted to the profession, society in general and young students in particular will be the losers.

Teachers'
Pensions

A school is at least a partial failure if the attendance of the pupils is not almost one hundred percent. Where the average attendance is falling, the PTA is an agency well fitted to take a hand. An examination of the causes of falling attendance indicates many ways of remedying it within the power of the PTA. Visiting teachers employed by the school board, sometimes through the assistance of the PTA, investigate home conditions which can often be improved so that the child is back in school again. Especially in foreign districts, where neither the parents nor the pupils clearly understand the many requirements of the school, visiting teachers are the greatest help in explaining just what is wanted and in seeing to it that the children are sent regularly to school. Relief in the form of food and clothing answers many needs, and for the dependent child an allowance from the State can be obtained that allows him to attend school from his own home. The PTA provides student aid and scholarships for the pupil already in school whom economic needs would compel to leave.

School At-
tendance

Vocational Guidance

The greater stress laid upon vocational guidance and the courses that give elementary training along these lines have caused school attendance

to rise, for the older pupils realize that by continuing in school they may gain the training which will give them a better start in the world. Many children, as soon as they may legally be excused from attending school seize the first job that is offered, suitable or not, and soon find themselves in an uncongenial rut from which they cannot escape. It is possible to persuade many of these young people to come back to school. The PTA has aided in having continuation schools established so that these may have a fair chance for further education.

Child Labor Law

There is one matter—that of having child labor laws rigidly enforced—that the PTA has much at heart. Strict enforcement in a community compels the children to stay in school, and by participation in courses adapted to real life situations, the children are better fitted to cope with the industrial world.

Truancy

Truancy is due to a complex of causes: bad companions, faults of the home environment, dislike of school, a desire to earn money, illness, or the fault of the boy; for, curiously enough, the number of girl truants is negligible.

Several methods of dealing with truancy have been tried. Boarding the child in a normal home away from his own home has proved in general ineffective. The juvenile court is not on the whole desirable for this sort of misdemeanor, and commitment to a reformatory is liable to teach the offender even more undesirable habits.

The Probation Officer In overcoming truancy the effectiveness of the probation officer is outstanding. The modern officer cooperates with the home and the school to discover the causes of the misbehavior, and can help greatly to bring about a permanent improvement. In using him as the channel of correction, there is no moral stigma attached to the truant brought under his ministrations, and the economic cost to the community is greatly lessened.

The Parental School The most effective means of overcoming truancy has proved to be the residence for six months or longer in a parental school, which is recognized as a part of the public school system. The cottage rather than the institutional form of living is best, for an atmosphere approximating that of a home can thus be created. The curriculum of the public school is followed, plus the maximum of industrial training, under teachers who must conform to high standards. In an atmosphere of work and recreation with constant though friendly supervision, the pupils, fifty percent of

whom are foreign born, soon show the improvement brought about by the all-round, intensive training. After the boys are discharged from the parental school, they are returned to their places in their former school, but contact is maintained with them by means of home visits and records of their progress.

The PTA encourages the setting up of clinics for this type of child, and the adjustment of the curricula to his individual needs, together with the discussion and elucidation of the causes and results of the problems involved in dealing with the truant.

Clinics

Student Aid

Prizes and awards for school children are seldom provided by the PTA, for they are not reckoned as a desirable standard for school achievement. A great part of the money raised by the PTA goes for student aid of various kinds, usually to enable a child to attend school, or to continue his schooling when otherwise he would have to withdraw. The money is either given outright or is considered a loan. The circumstances are carefully investigated by the committee and the money loaned is to be paid back when the student's earnings begin. Lesser amounts are sometimes provided for carfare, books and supplies, and lunches, without all of which the child would be unable to attend school, or else would have to devote so much energy to earning these necessities that his health and school work would be greatly impaired. A dollar a week is sometimes all that is required to ease the child's situation, and as no publicity is allowed, the student is free from all embarrassment as well as from all anxiety. In the case of these smaller aids no repayment is expected. Sometimes it is found necessary to pay the parents for the loss of the child's services while the latter attends school. Several hundred thousand dollars have been raised by the PTA's throughout the nation for this purpose, and many of the loans are now being repaid, so that the funds continue available for new students. Often a PTA keeps up a contribution to a district or county fund for this purpose.

Scholarships

Scholarships, however, are on a different basis. They are awarded for excellence in past work which gives promise for the future, and are intended for higher education. Requirement for the scholarships may be high class standing of the recipient, or the winning of a competitive exam-

ination. The term of the scholarship may be for a definite number of years, or it may be held only if a certain average of work is maintained.

Employment

The matter of employment for students comes up early in the schools through the need for junior guidance, vacation employment, and placement services.

"Guidance has become an objective of public education. Guidance of pupils can only be satisfactory where the school is in possession of full information concerning the pupil's individual growth, trends, and development. This information can only be made complete through cooperation between home and school. Pupil guidance, therefore, becomes a joint home and school responsibility."

Employment both in the immediate present or for the future calls for a course in junior guidance to be provided for boys and girls. A child can in this way make a survey of the fields of endeavor open to him together with their requirements and rewards, and he is enabled to get as many opportunities as possible of personal contacts in various fields. By actual investigation of possible careers he sees the reasons for the courses of study demanded by the curricula and comes to realize that he is being prepared for a life work. The time of trial and error after his graduation with the subsequent readjustment and waste of time is thus shortened or eliminated, and he may begin a preliminary choice of the training required in his chosen field, even if he changes his mind later. The PTA has realized these factors and cooperates with school and community in presenting the pupil with as much help in this line as its ingenuity can devise.

The PTA is interested in why children leave school, even at the legal age, for the first employment offered. This has been found to be caused by restlessness, lack of interest in school, an inflexible curriculum, and absence of vocational guidance. This state of affairs calls for cooperation with the schools in providing educational and vocational guidance, individualized curricula, vocational courses, leisure-time activities, and, whenever some self-support must be earned by the pupil, of scholarships and part-time work.

Vacation employment, if it is sought by the child and is kept within sensible limits, is a help in the allround training of the pupil. Character is strengthened by the discipline of work done for a money return, and the perception that success demands application and concentration is a

lesson that cannot be learned too early. The PTA often assists the child in securing this type of employment by a survey of the resources of the community.

Placement Service

Placement service maintained by the school has developed in the larger communities through a desire to serve the child who, in seeking employment, must refer his prospective employer to the school for his record. A desire to fit the job to the child and to fill the employer's need has opened up many angles of helpfulness to both employer and child. The feeling that the school has an interest in the pupil after the formal connection has been broken is a steadying influence in a strange world, and he feels that he may still bring his difficulties back to a person who understands him.

Special Phases of Education

Besides the formal curricula there are several activities of value to the pupil which the PTA is glad to further. One of these courses is training for citizenship. Vital to the future of any country is the improvement of her citizens, and school is the place where this kind of training should receive special and continual emphasis. Habits of health, work, thrift, and social behavior are inculcated. Conservation is taught in all its forms: the proper use of the national resources, the wise use of personal ability, the proper use of money, the place of the family budget, and the prevention of waste. The organization of a school savings bank is of great benefit, if contributions are not insisted upon nor too urgently solicited. By the routine work of conducting this bank the pupils learn the elements of banking procedure and the cumulative benefits of saving small sums. The children should, indeed, take as active a part as possible, but a teacher or other adult should have the full responsibility for the money involved. The ideal would be to have a bank clerk willing to visit the school regularly, so that there would be a genuine link with the real world. Home cooperation adds immeasurably to the success of this training.

**Training
for Citizen-
ship**

Vocational training is gaining more prominence in educational plans, since such preparation is demanded by contemporary economic conditions. Beginning early in the elementary grades, a survey of all occupations should be required of the pupil and a chance to begin practical training should be given him. Tests may be given to show his mental ability and aptitude, and these often indicate a new direction for the child's training.

**Vocational
Training**

Certainly in large secondary schools a full-time guidance expert is needed to help the student and his parents find out what he is fitted for in the field of his interests. Through tests which have already proved their value, through informational talks on various careers and on the psychology of everyday life, such an expert can perform an important service in starting young people along paths in which they may be reasonably sure of success.

Visual Education

The PTA is interested in visual education for the schools. This kind of education is past the experimental stage and is more and more being incorporated into the modern curriculum as an indispensable teaching aid. Many subjects in the junior and senior high schools can best be supplemented by lantern slides or the moving pictures. We are eye-minded people primarily, and what we see is more readily remembered than what we hear. The PTA may sponsor a motion picture library, or it may cooperate in borrowing from film libraries which loan to educational, religious, and welfare institutions.

Extra-curricular Activities.

Extra-curricular activities are increasingly important as the child grows older. The PTA sponsors many of these, since it realizes the importance in true education of learning to live and work and play with one's fellows as well as to study with them. From the beginning of their organization, the PTA's have fostered the love of books and their use, and have started many libraries, secured funds to buy books and magazines for them, and provided the salaries of librarians until public interest could be sufficiently aroused to provide the funds necessary. Athletics is another important object upon which the PTA has spent much time and money. School clubs—literary, dramatic, or social—need the appreciation and encouragement of the PTA; the Latin paper and the school magazine need its support, and the glee club and school orchestra could not exist without its understanding aid.

The Exceptional Child

The handicapped child is not forgotten. The PTA has taken an interest in the education of those children who, by reason of physical or mental handicaps, cannot be enrolled in the regular classes, yet who have a right to a share in public instruction. The visiting teacher or the school nurse, often sponsored by the PTA, are important factors in insuring an adequate educational opportunity for every child. Special classes are arranged for exceptional children after or during their medical treatment. Separate classes are held for the blind, the deaf, those with defective sight, and those with heart trouble, or other ailments. Crippled children are taken to school in special busses, and those more greatly handicapped are transported to separate classes of their own. Even those pupils who

cannot leave their homes or their beds have been enrolled in "home-bound schools" and gain their instruction from visiting tutors. A new project begun by some PTA's is provision for corrective exercises for these home-bound children which has led to enormous improvement in their health and morale.

Character education is regarded as of first importance by the PTA. Of course such training has been started for good or ill in the home and is carried on unconsciously from the first day of school. Character training based on definite religious instruction is forbidden to school authorities, but the school offers informal character instruction in the entire school program, in its citizenship classes, and in the discipline which builds a controlled personality voluntarily obedient to the laws of government and of society. Character development is an important element in safety education, in which an excellently graded sequence leads to emphasis on morality as a safeguard for the character of a good citizen.

Character
Training

The part of the PTA is that of cooperation and direction at home and willing support given to the school program and to such character building organizations as the Boy and Girl Scouts, the 4-H, and others, which are exerting such a powerful influence for good on the characters of young America.

All thinking persons are distressed at the small percentage of children and young people who have any contact with religious training of any kind. Since the public schools are forbidden to do more than to have daily Bible reading in most localities, they have stressed citizenship and character building. A few schools are able to give credit for formal Bible courses in their curricula.

Religious
Education

The increasingly important development that is being worked out is weekday religious instruction given during the regular school time. In a few cases the teachers of the religious courses come to the classroom to give their lessons, but generally the children whose parents wish them to take advantage of the opportunity are dismissed to go to the churches or other places of assembly. The school authorities have set up standards for the qualifications of the teachers and the contents of the courses. While the movement is still in the experimental stage and the present method presents several difficulties, the need for such definite instruction is more and more evident. In the Vacation Bible Schools which are found in many communities during the summer weeks, many of the teachers are from the public schools. In the growing concern over the utter lack of religious instruction for so many of the young people, the great part of the PTA is to bring the matter before its membership for this considera-

tion, to make a survey of the resources available, and then to cooperate with other agencies in remedying the situation.

Education for Leisure

Education for leisure is becoming increasingly important in the modern world. For the good of the Nation as well as of the individual this new leisure should be devoted to beneficial activities. Youth is vitally concerned, for having expected to work, it can find no work to do, and is at a loss where to turn. Very evident is the swing toward active participation, and away from a passive attitude on the part of young people. They no longer are content to pass the time auto-riding and listening to the radio, and so becoming debilitated in mind and body; they wish to be at work or to be preparing for future work. Their creative interests are to the fore, and they are ready to pass from the purely recreational type of program to vocational and cultural training of many kinds. In Reading, Pa., the young people were asked to list at registration centers their needs and interests. In this way the city gained an accurate knowledge of what activities were in demand, and the authorities then published a list of the resources available. Museums and art galleries are opening their doors to bring in young and old to study and learn; libraries invite the use of their numerous collections; and recreation centers and athletic fields offer varied instruction and play. This last method of education is treated in a later section, where it more suitably comes under the topic of recreation.

Juvenile Delin- quency

The present-day attitude towards juvenile delinquency has materially altered from that of a few years ago. It is now agreed that juvenile regeneration is a public duty and that society must find means to ameliorate conditions that are injurious to the child, instead of merely protecting itself against juvenile depravity. Social maladjustment may appear in a marked degree in the pre-school child, and that period is the starting point for reform. As each child gains his birthright to protection, education, recreation, and vocational training, delinquency will disappear. Radical reforms are demanded in juvenile court procedure, so that the stigma of criminality shall not be placed upon the child who must be brought before the court. There is a movement to create children's courts, not connected with criminal courts and under full-time judges.

Recent recommendations for the treatment of delinquents includes the establishment, within the school system, of clinics for the medical, psychological, and psychiatric study of behavior problems; the revision of curricula for children incapable of the usual academic training due to defective mentality or emotional instability; and the trained supervision of problem children.

Summary

Thus, in these nine special phases of education lying outside of the regular curricula, the PTA can and has demonstrated its desire to co-operate with the school and the community in all matters that will benefit the child mentally, morally, and spiritually, and that will fit him to take his place in life as a factor for true progress.

Citizenship Training for Adults

The immigrant has been and still continues to be an important member of the community. He should share in the ideals of America both for his own sake and that of all citizens. In the past the immigrant has often been considered only as a manual laborer and not as an integral factor and true asset in the national life. The schools have always been interested in him, but until comparatively recent times the immigrant has not been encouraged to take an active part in the affairs of the Nation. Because most of the foreign born intend to be permanent residents of this country and to become citizens, they should be welcomed and instructed in the ideals of America.

The program for the reception of the foreign born into the community must begin with the education of the community itself as to the immigrant's place and contribution to his new life. A complete survey of the environment in the matters first affecting the foreign born is a primary necessity: the matter of the enforcement of the health regulations, the condition of the housing, the investigation of the court procedure and the court officers, including the proper selection of notaries and interpreters. The school should have an adequate budget to provide for the immigrant's education, and all parents should be brought into active relationship with the school. Loan associations and employment bureaus should be established to aid him, and state and local legislation should ensure the security of his savings in private banks, and prevent unfair methods of employment. There should be a better method of cooperation by which the social and civic agencies—the libraries, clinics, museums, etc.—may be brought within the reach of the foreign born.

Cleveland has long been successfully working along these lines. A committee meets the immigrant at the railroad station and sees that he reaches his proper destination. He is helped to find a home and employment, and started on the road to further education and citizenship.

The Community's
Preparation

**Knowledge
of American
Ideals**

The first need for the foreign born is to be taught his elementary duties, privileges, and opportunities in his new country. He is eager to learn them for he has chosen this country of his own accord, and in most cases is extremely willing to take his part in its activities. It is of vital importance to every citizen that newcomers shall be given the true meaning and inspiration of American ideals, so that they may contribute to their attainment. So, immediately on his arrival in the community, he should be welcomed and have all matters explained to him, through interpreters if necessary, but better still by citizens speaking his own language.

**Naturali-
zation**

A knowledge of English is essential to the welfare of the foreign born, and it should be the speech of everyday life, leaving the literature until later. He needs English to gain naturalization and for the proper fulfillment of his duties as a citizen, as well as for his own attitude towards the community. The naturalization of the foreign born should be undertaken in an understanding and sympathetic manner. To use Cleveland's experience again, that city has worked out a system employing especially trained teachers, a manual of explanations, and trips to public buildings to see government in action. Addresses on appropriate subjects are made to the classes and pamphlets are distributed and discussed. An "American Club" has been formed to instill patriotism and to arouse interest. When the citizenship papers are to be delivered, they hold a "citizenship reception" in more cheerful surroundings than a crowded court, and, after the manner of a graduation ceremony, the new citizen steps forward in answer to his name, feeling that he is really welcomed into his new country and must do his share of work in it.

**Teaching
Foreign-
Born
Mothers**

Night schools are a boon to the men and the young people and they eagerly avail themselves to such advantages to better their lives. Compulsory education takes care of the children, but special efforts must be put forth to get hold of the mothers, who, because of their close adherence to their homes and their dependence upon their families, often come into almost no contact with their new environment. Daytime classes suit them best, particularly if they may bring their babies to a nursery class, while they talk over the many matters that concern the children, and over the many new things of which they have never heard before.

A very successful piece of training for citizenship was begun almost accidentally in a Chicago school. Into the domestic science room came a foreign woman with a large bowl full of "war flour" which she put down on the table before the teacher with the demand, "How I make bread with that? Comes like stone!" Welcoming the opportunity, the teacher

showed her how to set a sponge, and gave her some that was ready to use to take home. She presented herself unasked the next day, followed in by half a dozen others demanding to be shown this new trick also. This led to a cooking class which was taught American cooking and the English language most successfully and which formed the nucleus of a flourishing club.

Compulsory education, in spite of the law, does not always reach all the people, and various schools have been held at night so that adults may attend after work. In a remote and mountainous region of Virginia, a night school was announced and a large attendance resulted at once. Dozens tramped over the rough roads to "git larnin'," the ages ranging from eighteen to sixty-five. All began at the alphabet and struggled on at their own pace, but the progress was amazing. One man, who for over forty years had successfully conducted a small business, announced proudly that he got more consideration at the bank now that he could sign his own checks!

Illiteracy

The PTA gives its help by seeing that a chance to learn the fundamentals at least is given to those in its community beyond the scope of the public school. Volunteer teaching, free lectures, educational movies, and contributions to allied organizations all give evidence of its realization of the desirability of removing the hindrance of illiteracy from the republic.

The PTA's
Part in
Removing
Illiteracy

Summary

So, in all these phases of citizenship training, the PTA has taken its full part and has proved in many places the benefits accruing to both parties in real fellowship. As nothing can be more democratic than the PTA, including as it does all the mothers and fathers of all classes in the community, cooperating with all the teachers to better conditions for their children and for themselves, the PTA is one of the media through which the newcomers to our shores may see the workings of the true America.

Parent Education

Universal education for parenthood is of supreme importance. The purpose of such education is to furnish parents with sound principles for application to home situations; to change the attitudes, methods, and practices used in dealing with child problems; and to insure to parents, through genuine understanding, better practices and greater satisfaction.

Parents learn to grow along with their children and to enjoy companionship with them.

Child Study The PTA's everywhere stress the need for education of parents in child study, the development of the child's nature and habits, and the problems that arise in connection with its upbringing. The programs of the regular meetings may include speakers on timely subjects, pupil entertainments and demonstrations of school activities, or the showing of educational films. But more and more is organized class instruction coming to the fore. This is of two general types. There are the child study courses where attention is directed to the character and habits of children; the findings of psychology and research in regard to the relation of child and parent; parental attitudes; and personal relationships within the family. The more informal type are the discussion groups which, in monthly roundtables or by the use of the question box, thrash out the perplexities that arise in their own experience. Reading groups are popular too; books on definite phases of child life are read at home and later discussed. Courses, literature, and much information of all kinds may be obtained from the many agencies that are studying the child and recording their observations. Child research centers are increasing and many universities offer academic courses ranging from those required for full-time students to special Saturday classes for teachers; from conference courses and study groups to field and extension courses. Many colleges maintain field laboratories and nursery schools for experimental work, and offer lecture and correspondence courses.

National Programs Parent education has been a major part of the program of the National Congress of Parents and Teachers since 1897, and the service in the states includes parent education conferences and the development of state-wide parent education programs. Parent education yearbooks made their appearance in 1930 and are a prolific source of information on all phases of this subject.

Movement in Pennsylvania Recent legislation in Pennsylvania allows the schools to organize courses in parent education, and the matter of the certification of teachers in this branch of education is under way. The first course in PTA work given in any state teachers' college was organized at Shippensburg, Pa., during the week of June 24, 1935, and was enthusiastically attended by a large class. There were lectures on the organization and activities of national, state, and local units with practice given in the drawing up of suitable programs of activities for the local association. During the farm and home week activities at State College, Pa., the program includes an itinerant teacher of child study and parent education. In Pennsylvania

some high schools have pre-parental courses on personal living, family relationships, and child development as part of their regular schedule.

The radio is an effective medium for the dissemination of instruction on parent education, but the preparation of a nation-wide program is not easy, and has as yet not been fully worked out. Presented under the joint auspices of the National Congress of Parents and Teachers, the National Broadcasting Company, and the United States Office of Education, a parent-teacher radio forum will be broadcast during the school year 1938-39 from October through April. There should be a regular program of this sort because of the difficulty of securing instruction for individual parents and groups of parents, and a development of some sort of service to take care of the resulting demands would be a necessary part of such an endeavor.

The Radio

Local PTA's are much interested in parent education and foster one or another of the means of spreading knowledge of the proper handling of children both at home and at school. Indeed, this is one of the most active forms of their work. For the successful rearing of children, parents need the findings of psychology and research on health, play, and sleep, as well as on the importance of parental attitudes and personal relationships. This child study is both theoretical and practical, and emphasizes special problems of moment to the group, such as those of sex and adolescence. Through the initiative of the PTA, sections of libraries are being set aside to house collections of books, magazines, and related material on all phases of parent education and child study, so that it may be readily accessible to the mothers and fathers. The fathers are now aroused to the fact that they, too, are parents and are demanding an active share in the work of the PTA, thereby giving it a new impetus.

**The PTA's
Share in
Parent
Education**

Summary of the PTA's Educational Activities

In the execution of the many projects and activities at home, in school, and in the community which have been described in the preceding pages the PTA everywhere strives to carry out the three aims on which it bases its educational program: to cooperate with the home and the school in improving school conditions and curricula; in interpreting new movements in education; and in educating for family life. From the pre-school child to the secondary school student, the PTA tries to see that each pupil gains from its education both in and out of class all the advantages that will permit him to grow to normal and useful manhood, fully equipped to make his contribution to the business of living in a democracy.

Suggestions for Educational Activities

COMMUNITY

- Raise money for scholarship and student aid fund.
- Have a teachers' reception.
- Hold a welcome party for the foreign born.
- For a committee to give instruction in voting.
- Hold an old-fashioned school with an exhibition of old school books.
- Have a display of the most modern textbooks and reference books.
- Build a program of activities for leisure time.

PARENTS

- Join the PTA and take an active part.
- Cooperate with the school in making home study easy.
- Help in social affairs at the school,—chaperon, etc.
- Help with costumes and scenery for school dramatics.
- Lend books, clothing, and other material for use in classes.
- Act as grade mother or father.
- Lend car and services for educational expeditions to galleries and museums.
- Take charge of a county library station.
- Find jobs for vacation or permanent employment.
- Contribute to scholarship or student aid fund.
- Visit the foreign born in your neighborhood.
- Help with the school Thanksgiving and Christmas activities.
- Visit the school and know the teachers.
- Investigate the new movements in education.
- Advocate an adequate tax rate.

PUPILS

- Make posters for the PTA meetings.
- Take part in demonstrations of new school activities: Cooking class—manual training—day at nursery school or kindergarten—school progress—gymnasium work—creative arts—music.
- Take part in exhibitions: How to study—work of the student council—football drill on stage—style show.
- Write essays or booklets: Grandfather's school—how other children live—conservation—value of thrift.
- Contribute to hobby show.
- Collect books and magazines for class or school library.
- Act in play for scholarship fund.
- Be active in Thanksgiving and Christmas projects.

Health Activities

Child Welfare

WHEN the PTA first began a survey of school and community to see where the need for help was most urgent, naturally the matter of child welfare in its physical, mental, and moral aspects came into prominence. In accordance with its principles the PTA works only in cooperation with the school authorities; it makes a study of all conditions in the schools and strives to better them by constructive criticism and public effort. As the PTA has developed, it has learned that it is not primarily a relief agency. In this field its chief function is cooperation with existing relief agencies to see that the needs of children are supplied. The discovery of the need of the children sometimes comes from the closer contact that the PTA has with the children of the community. The relief of that need, however, is sought through the aid of the proper agency.

Relief work claimed the first endeavors of the PTA. The physical condition of many a child prevented his getting much benefit from his school work; a hungry child cannot give proper attention to his work and a poorly clothed child does not come to school. Parent-teacher associations saw to it that needy children had breakfast, a hot lunch, and even in some places sandwiches to take home for supper. The beneficial effect was evident at once in the health of the child. Better progress was made in school work and many problems in discipline were solved. Then, especially in the depression, came the necessity for relief in the form of clothing and shoes to enable the pupil to attend school with a sense of equality with his mates. The process of gaining information concerning needs of this kind often led to knowledge of bad living quarters and lack of home comforts. Provision for decent housing and the supplying of coal and other necessities was a natural result.

**Relief
Work**

**Medical
Inspection**

The need for medical inspection for all school children is apparent to school authorities and to parents. The PTA has found a way to provide for a school physician in several communities where need arose. Where the Summer Round-Up is carried on, each new class enters school in as nearly perfect condition as possible. Each child in the school system undergoes a thorough physical examination with special attention to eyes, ears, teeth, and tonsils, and individual records are kept throughout the child's school life. One of the early triumphs of the PTA of Burlington, N. J., was a dental clinic on wheels which paid regular visits to each school in the county and thus assured attention to dental needs. The other phase of this inspection work is to guard against contagious diseases and, when they do appear, to prevent their spread through the school.

Medical inspection leads to medical attention of other kinds. The findings of the physician are carried out in regard to cod liver oil, milk, and anti-toxin, all supplied free whenever that is necessary. The Burlington, N. J., PTA has a special ambulance for the service of the school children and maintains an endowed bed at the county hospital for their use.

**School
Feeding**

The subject of the school feeding of children has always been of much interest to the PTA. Now many schools as a matter of course make provision for hot lunches to be supplied free to needy children. It has been found that with instruction children tend to select a healthful lunch and so lay an important foundation for the future. Each community decides the manner of conducting the lunchroom, but the most efficient way seems to be to hire a trained manager, though one of the teachers or a volunteer from outside the school has also proved successful. Support comes best from the budget of the school board, but often the PTA with the help of voluntary subscriptions of money and food starts the good work. An outstanding example of such an activity comes from the Franklin School, Chester, Pa. During the depression it became evident that with no employment in most families the pupils were coming to school hungry. The PTA took the matter up and after a search in the vicinity of the school for a suitable location was offered the basement of the firehouse and the services of the firemen themselves as cooks. The teachers offered a dollar monthly from their lowered salaries and food contributions were made by the tradesmen. One of the firemen bought a complete kitchen outfit from a closed restaurant for a dollar and installed it in the renovated basement. Tables made from planks on trestles were covered with oilcloth, and into this haven 140 children who needed this service marched daily to a hot lunch of as many helpings

as they chose. And never once did an alarm of fire come during lunch hour!

Nutrition classes are a special form of feeding for those children who are underweight or who need special food. The school nurse or the physical education teacher is usually in charge, and the children learn the reason for the special care and take great pride in "graduating" into the regular classes when improvement permits it.

**Nutrition
Classes**

Another physical need gave rise to open-air classes and schools. The threat of tuberculosis was the first disability. Much has been accomplished in preventing this disease and meanwhile continuing education. It is found of great and lasting benefit to send to these classes those with a poor general condition, as the expert care and attention enables such children to return to the regular classes and continue the general program.

**Open Air
Classes**

The school nurse is a valuable member of the school and community. She is on hand for daily inspection of suspicious cases and thus checks contagion at its start. Besides her routine work of the follow-up of the doctor's recommendations, she often acts as liaison officer between home and school, and can inquire into the matter of the child's environment and home life more naturally than any other. Especially in foreign neighborhoods where ignorance of the school's requirements and of the whole system of American living is great, she can interpret and reassure. Where each school cannot maintain a nurse, one is sometimes employed to cover a district.

**The School
Nurse**

The PTA activities have also taken the form of clinics of all kinds. There are the free baby clinics maintained in both city and country to give the child a good start and prevent greater need later on. There are clinics for the crippled where the necessary braces and appliances are supplied. Then there are the child guidance, the psychological, and psychiatric clinics where expert help in mental and temperamental problems may be obtained by parent or teacher. In short, the PTA in co-operation with all agencies of the community assists in giving the children the physical care that will ensure maximum health. Its most active work is in child welfare and its greatest effort lies in this field, for to make a good citizen requires basic health of mind and body.

Clinics

The other field of child welfare is that of juvenile protection in the community. "Community environment has an important influence upon determining the character of children, youth, and adults. Every environment, on the other hand, has possibilities in providing experiences which will be vital, worthwhile, and will contribute to the progress of a well-

**Juvenile
Protection**

rounded education. . . . Working alone individual parents and teachers are frequently unable to develop conditions which make for satisfactory living in the community. Organized parents and teachers, working together, are able to mobilize their forces in the interest of providing home and community conditions which are most appropriate for the growth of children." This in essence means the provision of a wholesome atmosphere in which the growing child may develop and gain his experience of life and living. This overlaps the areas of education and recreation and those legislative measures that protect the child.

Health Education

Health education is one of the most important activities undertaken by the PTA, and, since it covers the home, the school, and the community, it touches the child throughout his whole life.

During the last few years the supreme importance of the pre-school period has been emphasized by educators. The study of the child, his needs and his personality, is the chief function of the pre-school PTA and much literature and many discussions are offered the parents. Boards of education are beginning to provide nursery schools as part of the public school system. Ridgefield, Conn., felt the need of such a nursery school. A survey of those interested showed that the School Gardens Committee of the PTA and the Village Improvement Society could cooperate with the school authorities in renovating and equipping a vacant grammar school building, while the salary of a teacher was to be shared between the town and the committee. The training in these schools for pupils from two to four years of age lays the important foundation of excellent health habits upon which so much of their future depends. Even without formal training much good may be gained by the child of this age through the aid offered the parents by the PTA.

The Summer Round-Up is steadily gaining a place on the health program, with its name taken from the round-ups of the young cattle on the plains for the annual inspection. The purpose is to have each new class enter school in as nearly perfect physical condition as possible. A canvass of all children planning to enter school in the next term is made either by asking the pupils to turn in the names of their younger brothers and sisters, or by appointing "block mothers" to get them directly. Then a personal visit is made to the home to inform the parents of the need of the examination and their responsibility in the matter. The children are brought preferably to the school physician for their health examination.

The Pre-school Child

The Summer Round-up

Two purposes are thus served: Their records are officially begun, and the occasion allows for a "pre-school party" tendered them by the first grade, whereby they become acquainted with the school and, by the glimpse of the pleasurable activities in store for them on their admission, lose a great deal of their fear of the unfamiliar schoolroom. The spring check-up is an excellent time for exhibits of helpful material and practical health talks by doctors, dentists, mental hygienists, and public health nurses. Home demonstration teachers and agents often lead discussions on such subjects as the family food budget, the preparation and serving of food, and suitable foods for growing children, while librarians assist by recommending books and materials for display or distribution. The Bancroft School, Washington, D. C., has followed a well-planned program by inviting the parents each month to health lectures, issuing health sheets through the children, and holding Health Day as the Summer Round-Up is begun.

May 1 has grown to be the date of Child Health Day whose function is to stress the importance of the health of all children. The PTA's have shown great ingenuity in expressing the spirit of the day in many forms so that its significance may be impressed on the public. Demonstrations of actual health work in the schools are samples of work already being done; as, for example, a dental clinic or morning health inspection by the school nurse. Appropriate exhibits are made of health materials and literature, dramatizations, a milk bar, a health fortune teller, debates and essay contests, coming to a climax with a health parade by its many floats showing living examples of good health habits.

Child
Health Day

Follow-up visits are continued after the health examination in the Summer Round-Up to insure the correction of defects by doctor or dentist; the PTA arranges for the treatment of all cases unable to pay. Many valuable contacts are made by these visits and much of the information given is eagerly welcomed by the parents. In Erie, Pa., one nurse held a class for children needing corrective exercises for bad posture and invited the mothers to bring the youngsters in person. While the children were in class the mothers were formed into an informal group for the discussion of many topics of interest in the training of children. The PTA seeks to educate parents in proper care of children from earliest infancy.

Follow-up
Work

The PTA has sponsored for many years safety education programs in home, school, and community. Because of the appalling number of deaths and accidents in traffic occurring annually throughout the United States particular attention has been focused on public and traffic safety. The PTA begins by realizing that each member has individual responsibility

Safety
Education

as a motorist; a pedestrian, the teacher of his children, and an influence in his community. Support is given to gain the enactment of the standard license law by the State, while as a group the PTA cooperates with the school in the development of safety programs.

Safety Training

The best guarantee of safety for the child is the teaching of safety behavior from babyhood, not by removing all dangers from his path but by proper instruction, so that carelessness and lack of skill in the use of tools and machines may be lessened. His first instruction comes from his parents, and in the nursery school or kindergarten he learns the elementary lessons of safety in climbing, crossing streets, and playing with his fellows. His later teachers continue this training by developing positive attitudes towards safety and by providing experiences to develop safety habits and skills. From dealing with situations he meets on the street, at home, in school, and at play he progresses through junior safety councils, patrols, and clubs until in the high school his conception is broadened to moral and physical health and he is set to investigating such topics as safety engineering, city planning, or the moral standard.

Specific Safety Lessons

All the situations involving safety which the child considers are concrete. Accidents on the playground caused by the improper use of equipment, or within the building by crowding, tripping, and slipping, by carelessness in the use of materials, or by a failure to follow directions, are discussed in organized class meetings. To these meetings are invited officials of the fire department, the traffic corps, or the water bureau to explain the community's share in safety regulations. The vocational subjects present many safety problems. In the industrial shops it is good training to place a student safety engineer under a student foreman with full responsibility for the safety of students. In the home economics courses the girls learn of their responsibility for the physical fitness and the mental and emotional stability of their future families through their control of the food, budget, and home care, and are taught the safety measures necessary in home activities. Vocational agriculture offers scope for learning the safety practices needful for the management of farm machines and animals. Fire prevention and escape are illustrated by the fire drill, with students as building fire marshal and assistants.

Safety for the Citizen

Safety education is easily linked with citizenship activities such as the school safety and bus patrols and the secondary school traffic clubs. Safety in athletics and on the playground are considered along with life saving clubs, first-aid classes, and the proper reporting of accidents. All through his school life the pupil is taught to observe safety regulations

in the home, in school, and in the community as part of the duties of a good citizen.

The PTA should be a source of information on the causes and prevention of accidents in the home and on how to build a home safe in all ways for the family. In line with the desire to advance the single standard of taste and conduct for both home and school, the parents in the home can render an invaluable contribution to that end by a cooperative attitude toward all safety instruction, law observance, and similar information brought back by the child from school. This is achieved not only by sympathetic listening and cordial agreement, but also by initiating home safety surveys and improvements, and encouraging the participation of the child in outside projects. The PTA in rural sections may profitably add to its program of safety education information on fire prevention and fire fighting; on first aid, since medical care is generally not immediately at hand; and on the proper care of farm machinery. As a group the PTA's are responsible for educating the public to interpret safety as including moral and spiritual values.

The PTA's
Part in
Safety
Education

As the standard of health is of supreme importance to the individual, the PTA has developed many ways to assist in maintaining a high level. From the extension department of the State university they may get physical ability tests and start an interesting and revealing work. Very often they decide on a "More Sleep Campaign" and by enlisting the cooperation of everybody they secure more rest for those who need it most but who are difficult to induce to take it individually. The National Tuberculosis Association has originated a "Modern Health Crusade" which may be used in the schools. Under this scheme a card is furnished the child on which he marks or checks the performance of his "health chores" and thus his interest in seeing his score mount insures regularity. Besides developing initiative in the child the Crusade helps the parents in teaching or in themselves learning the health habits that are important for the family welfare. Experience has taught that school attendance and individual standing are improved as the children correct injurious habits. Pupils are active disseminators of all information they gather and so by their insistence they stimulate the community conscience and lead to betterment of the general sanitary conditions.

Health
Services

Because the literature on all phases of health is steadily increasing, the PTA can perform a very important service in arranging for its distribution. From the Superintendent of Documents at the Government Printing Office in Washington may be obtained much health material useful for PTA's on health education, and much more can be gotten from

Informa-
tion on
Health

the various state departments, universities, and other organizations interested in this work. Motion pictures, still pictures, and posters interest not only the youngsters in school, but their parents at home. The radio is doing its share in spreading health facts, for in several locations a doctor or one of his staff gives a regular health talk on timely phases of this work.

Camps

In all communities the summer camp for the well or the ill is always a part of health education whenever possible. Children from the crowded sections of the city or from the scattered farms of the country are gathered into camps to learn to protect or to regain that greatest asset they will ever have—health of mind and body. The preventorium has a definite health purpose as its name implies, and the summer camp, visited for pure recreation, contributes a large share to the health education of those who are privileged to enjoy it.

Community Health

Health Surveys

The responsibility for the health of the community in its broad aspects is vested in the local government. The PTA's part is cooperation. As a means of stressing the importance to everyone of a high standard of community health, the PTA often plans a community survey of health conditions. A matter that sometimes causes great concern is that of sanitation and the water supply. In such a case a wide-awake and well-informed PTA can be a tower of strength in effecting a change of viewpoint in the hesitating taxpayers who are reluctant to vote the tax increase until they are convinced of the dangers of the present situation and benefits of a change.

Social Health Program

Another sphere of usefulness in which the PTA can operate is the furthering of a social health program under expert direction, whereby through instruction and discussion much valuable information can be given. Health bulletin boards both in the schools and in the PTA's place of meeting afford opportunities to keep new developments in health work before the citizens. Sometimes trips and visits to the various plants of the district can be arranged.

Clean-up Campaigns

Clean-up campaigns are often needed in a community whether they are directed towards safety, fire prevention, "paint-up," or the elimination of the fly, the mosquito, or the rat. As the PTA shows its interest in all school health organizations, so now the participation of the children should be enlisted, for their enthusiasm can be turned to good advantage and the sense of real sharing in a worthwhile project is valuable both to

them and to the enterprise. Teams may be formed and the resulting rivalry can produce marvelous improvement, in backyard and cellar, and cause the disappearance of many pests. Some Southern towns have been very active in having hookworm tests made of all the inhabitants in order to wipe out this parasite, and united action in bringing about this improvement has resulted through the instruction and work of the PTA.

PTA's cooperate with the annual drives of the Red Cross and the Welfare Federation because they feel that each community should have a share in helping the indispensable work of these organizations, whose aid is available to all in times of distress. School children should be taught the importance of the work of these bodies for the protection of health and the privilege of sharing in their undertakings.

Red Cross
Drives

Care of the Exceptional Child

The care of the exceptional child is an object of concern to the PTA. The medical inspection of children in the schools discloses those in need of special treatment or appliances, such as braces, crutches, or massage, and if necessary, the PTA sees that these needs are supplied. Contact with the local hospitals and clinics enable the PTA to make further provisions for supplying aid, but the school or visiting nurse is also of the greatest help in bringing to attention those in need of this sort of health work. The PTA uses every effort to help each handicapped child whether he can be brought to school or must be kept at home.

The work of the PTA with hospitals and clinics has proved that the child permanently handicapped in any way is far better off in an institution where he can get special care and attention than if he undergoes treatment at home. The parents are often unable to see that their deaf or blind child should have this care away from home, and the PTA may perform a valuable service to both parents and child if it can demonstrate the advantage to be gained.

The Per-
manently
Handi-
capped
Child

The maintenance of psychological and psychiatric clinics where trained scientists may give the parents or teacher valuable insight into the vagaries of the problem child has long been favorably considered by the PTA. Health of mind is so inseparably linked with health of body that the PTA endeavors to aid the whole child nature.

Clinics

Some recent innovations in school building design have benefitted normal children as well as those with physical handicaps. Many questions which school authorities have asked are being answered by architects.

Planning
of the
School
Building

Why are there so many steps leading into the school building and inside it, too, when they are so prolific a source of fatigue and accidents? Why are desks fixed to the floor and the children fitted to them regardless of comfort and health? Why do windows face the children? The father of a boy crippled by infantile paralysis was forced to watch his small son crawl up a needless flight of entrance steps in his determination to "go to school all by myself," and the parent's indignation stirred up a whole PTA to consider such an important matter as steps in a school.

Suggestions for Health Activities

COMMUNITY

- Celebrate Child Health Day on May 1, with exhibitions, demonstrations, parades.
- Hold a health survey of the community.
- Sponsor a safety campaign.
- Celebrate Safety Week.
- Hold a "More Sleep Campaign."
- Remove all doubtful amusements harmful to young people.
- Take a sanitary survey.
- Have an annual clean-up campaign.
- Keep Fire Prevention Week.

PARENTS

- Carry out the suggestions of the health authorities after your child's medical inspection at school.
- Help with gifts of food, clothing, and other relief for school children.
- Make the acquaintance of the school nurse.
- Volunteer to help in school lunchroom, if necessary.
- Act as "block mother" for the Summer Round-Up.
- Encourage your child to enroll as a Health Crusader.
- Help establish a summer camp for the community.
- Advocate clean-up campaigns.
- Enroll in the Red Cross.
- Attend health mass meetings and lectures.
- Have a safety survey of the home.

PUPILS

- Make posters on health and safety subjects.
- Write essays on the value of milk, good posture, etc.

Enroll as a Health Crusader.

Make charts of school accidents to show their causes.

Turn in names for the Summer Round-Up.

Try for places on the Safety Patrols and Councils.

Collect material for the health bulletin board.

Collect for exhibit of modern fire protection methods.

Write plays for classroom use to show proper ways of dealing with traffic, on health subjects, as the "Boy Who Wouldn't Sleep," etc.

Have a class contest to gain weight, drink milk, etc.

Reports on surveys of home as to fire prevention and escape.

Recreational Activities

Recreation in School and Home

RECREATION may overlap formal education in many lines: it may mean strenuous physical activity, or it may be the pursuit of a congenial hobby. Whatever form it may assume, recreation is recognized as essential in the attainment of a well-proportioned personality. As leisure time increases, recreation becomes even more important.

The Part
of the
PTA

As the role of recreation in the life of the child has increased, the PTA has devoted much time and effort to the promotion of this object. A supervised playground offers fun and physical development, and is a place for learning valuable lessons in social behavior and good citizenship. As the pupil grows older, a world of hobbies, arts and crafts, music and books, opens before him. The PTA has worked to bring this enrichment into the pupil's life largely through explaining the value and benefit of recreation to the parents and to the community. In some situations where the school board has been unable to finance the projects, the PTA has enlisted the aid of fathers and mothers to renovate unused rooms and even to supply the needed equipment.

The PTA gives cooperation in leadership or personal support to the organizations that train and stimulate children, particularly to the Boy Scouts, the Girl Scouts, and the Girl Reserves. They wish to further all agencies that give character training through recreation.

The beneficial effects of school recreation have led to the recommendation of family recreation by the PTA. In the active form this embraces camping, fishing, and picnics; and in the quieter, yet no less valuable form, home play, reading, and music. The family automobile makes many recreational activities readily available. Home play with games, puzzles, charades, family musical activities, or reading aloud should be a part of every child's memories of his home. Much pleasure comes from the

family playing and taking trips together. The children enjoy the sense of family unity, and the parents get a fresh insight into the developing interests.

Community Receptions

A Government publication, in listing the leisure time activities of the Nation, gives music—in the form of band, orchestra, symphony, and other concerts, choral classes and community singing—as the most popular. After music come, in order, drama and opera; art galleries and museums; moving pictures and lectures; folk and social dancing, swimming, athletics, camping, pool and baseball and other forms of neighborhood and community recreation.

School gardens are recognized as one of the popular activities. Besides the raising of the vegetables and flowers the children are often enabled to experience the thrill of making their first real income by the sale of their produce. Even a downtown city school can accomplish much if a vacant lot can be found. An extension of the school garden plan is the project of the Home and City Beautiful. Interest the children in a really worth while idea for beautifying the neighborhood and they will soon spread the idea. One small city started the children under supervisors planting the slopes of the bluffs on the outskirts. Now after several years of enthusiastic work not only are the suburbs more attractive, but all the streets of the community are in friendly rivalry over the matter of beautiful lawns and shrubbery.

Recreation for the community is the ideal more and more being realized. Increasing leisure time and recurrent periods of unemployment have awakened a demand for stimulating and beneficial activities. Organization of the community's recreation includes year round physical activities: music, drama, and manual arts and crafts; nature study and camping; social activities; and such citizenship projects as pageants, folk plays, and the celebration of holidays. This program requires the setting aside of areas for parks, athletic fields, baseball diamonds, beaches, golf courses, pools, camps, and tennis courts for outdoor recreation, and the provision of club houses or centers for indoor activities.

Government agencies have introduced the idea of community recreation into many places where the value of it was unknown, and the PTA has been one of the most helpful bodies in cooperating with the Federal program. The PTA has helped to educate the community to the possibilities of recreation and to the necessity of presenting a healthful outlet for youthful high spirits.

Recreation
Under
Federal
Govern-
ment
Auspices

Recreation Centers

Often the beginning of the PTA's efforts is the awakening of public interest by sponsoring a contest in spelling, singing, or declamation, and then progressing to the obtaining of a social center as a rallying point for clubs, courses, shows, and as a general meeting place. In such a center, instruction in arts and crafts, in music, and in other cultural subjects, is welcomed by the people.

The place of recreation centers in the wise use of leisure time, is self-evident, for here children, young people, and their elders, should find interests and classes to cover all their hobbies and more serious occupations.

In all these activities the far-seeing PTA's are of special service in cooperating in the effort to guide and protect youth, and in teaching everyone the benefits of recreation in connection with programs of education and vocational training for leisure time. In Tioga County, Pennsylvania, the program in music and drama covers the whole county. A wise PTA gained the help of the young people of another community in a program of swimming and water safety. Life saving instruction and swimming instruction for all the children of the vicinity did not satisfy their energy, so they set to work developing and cleaning up unused swimming facilities and went on to reclaiming old tennis courts and play areas. Another PTA set the fashion of community picnics by renovating and beautifying the ponds used in a rice-growing district.

Library Facilities

The library is always supported by the PTA, which is interested in improving library service and thus providing for the increased use of library facilities. Books, magazines and pictures are made available to young and old at the town or school library, through the county book station or the book truck, and in remote and mountainous regions by the pack horse library. Children's reading is especially encouraged and supervised; and the wealth of pleasure and profit obtainable is displayed to young people and their elders. A PTA library of books and magazines dealing with child study and parent education is being installed in many localities as the interest and demand for such knowledge grows.

Athletic Fields and Parks

The provision of athletic fields and parks often involves the greatest money outlay. But the PTA has never despised small beginnings; sand lot baseball, a pool, a haystack or a sand pile in a park, organized community rambles and hikes soon afford an opening for larger undertakings. From the large city to the smaller towns a system of parks is being developed to provide recreation and breathing spaces for the citizens. A

park has been defined as any area of land or water set aside for public recreation, and developed with as much beauty as is consistent with its free use by public-spirited citizens. Many forms of recreation are furnished without cost and the newer ideas of recreation on a cost-covering basis allows a more extended program.

The growth of the playground movement has proved the value of supervised and protected play beyond the need of argument. The setting aside of playgrounds for the safety and recreation of children and youth is now universally practiced, and many were started by the PTA's. The area need not be large nor the equipment very elaborate to return dividends many times their cost. Just a place to play is not all that is necessary, for expert direction and supervision are essential to true development. This is being everywhere recognized, and here again the PTA can render a service by making this essential service possible by using their influence toward providing this direction and supervision, either by volunteer or paid advisors.

Play-
grounds

Indoor recreation may begin in the school house or in the general hall whenever a group wishes to gather for dancing, games, or for forming clubs. Social affairs are a usual means of arousing public interest in other projects. A matter of importance, particularly for the young people of the community, is that by the action of the community as a whole social standards can be set up or improved, if need be. Concerted action will result in supervision that will do away with night joy-riding and the custom of being out socially on school nights, two courses that are almost impossible to regulate individually. Because of the make-up of its membership the PTA continues to be vitally interested in community recreation, knowing the importance of providing, for youth especially, an opportunity of developing this side of its nature in safe and stimulating surroundings.

Indoor
Recreation

Suggestions for Recreational Activities

COMMUNITY

- Secure a recreation center for the community.
- Fit up one or more public parks as breathing spaces and recreation spots.
- Supervise the swimming facilities and wading pools.
- Have a library drive.
- Secure enough playgrounds, a ball field, a park.
- Provide instruction in arts and crafts for the vacation period.

Get up community "sings."

See that all commercialized amusements are properly carried on.

Insist on good movies.

Get up a band.

Provide music instruction and chorus work.

Initiate community picnics.

Have a pageant to commemorate local history.

Start a local theater guild for amateur dramatics.

Start a community camp.

PARENTS

Join the recreation center with your whole family.

See that your children have fun at home with the family—games, reading, music, trips, picnics.

Cooperate with some community projects in recreation—playgrounds, picnics.

See that your children learn to play with others.

Try to have your children join in other forms of recreation besides play and sport.

Provide your family with good reading matter and good movies.

Allow your children to get the training gained on the playground and in the recreation center.

PUPILS

Join the local library.

Join the Scouts.

Use the classes at the recreation center.

Have two hobbies—an indoor and an outdoor one.

Go on a camping trip.

Learn to swim and skate.

Take hikes.

Publication Activities

THE Publications Committee of a PTA has an important part in keeping the members in close touch with the phases of all the work undertaken by the other committees of the association or by those agencies allied with it. The selection of the Publications Committee should be wisely made, as in its hands lies the responsibility of providing information and material needed by the other committees and the membership. The committee should know the type of material furnished by the state and national bodies and how to procure it. By keeping up to date in this way they are in a position to suggest appropriate matter that might otherwise escape the notice of the officers and members.

The Congress Publications

At all times there should be on display and available to members and to the community all the publications and materials provided by the National Congress of Parents and Teachers. The early publications of the Congress are of special importance and have now been expanded into annual proceedings, parent education year books, and other books and pamphlets issued each year. The *National Parent-Teacher*, the official magazine of the Congress, has been published since 1906. This magazine is indispensable to PTA members and also to other parents, for the news from this field and the results obtained by expert investigation on all phases of child study and care are clearly and interestingly presented. The annual course in the subject chosen for parent education is printed in the magazine with outlines and discussions, so that the material is easy to make use of. Certainly a bound file of the *National Parent-Teacher* should be the first property of a PTA.

Each of the forty-nine branches of the National Congress publishes a state bulletin, containing parent-teacher information of the PTA's of the

state. Many state branches issue year books and other publications, of which *Handbook of Secondary Education—California*, and *Education in Parenthood—Pennsylvania* are examples. *Parents and Their Problems*, a set of eight books, edited by Mary H. Weeks, was issued by the National Congress in 1914. Although now out of print, they are available at the national office and in many public libraries.

Other Publications

The National Education Association, Washington, D. C., has much information ready for use in its department year books, official reports, proceedings, and journal. The U. S. Office of Education has a section on parent-teacher work in its biennial publication, *The Survey of Education*, which may be found in many reference departments. Many educational journals have sections dealing with PTA work, and books and studies from various sources are increasing in numbers.

Use of the Material

The mere ownership of the material is not sufficient, but plans to encourage its use by all officers and members should be worked out by the Publications Committee. From the first acquaintance in the study group, which will find these publications invaluable, the members can be led to try a pamphlet or two on their own problems until the early shyness has worn off and the genuine helpfulness of this material appears. The committee should post on the bulletin board of the assembly room interesting and provocative items, notes of happenings national and local, book reviews, suggested magazine articles, and outlines on topics to be discussed during the year. A parents' bookshelf of books and magazines as well as other suitable material should be set up in the assembly room and a loan service to any one interested should be available. Cooperation with the town or county library will furnish more material. In many places sections of such a library is being set apart for a PTA library as more accessible to the greater part of the community. Members of the PTA are sometimes not only ignorant of the material that may be found in a library ready for their use, but also shy about admitting that ignorance. It may be necessary to discover diplomatically whether members do know how to use the card catalogue and the magazine indexes to unearth information. A talk from a member of the local library staff will take care of this matter without exposing any one's ignorance. A display table at

a county meeting will often prove a revelation to many PTA's of the interesting and non-technical material that can be assembled for the use of both parents and teachers at low cost. In a few cases the PTA publishes a news bulletin of its own, whereby it may further its purpose of reaching all the parents of the community. An activity in which it may cooperate with the school is the publication of a Parents' Bulletin describing the requirements of the school and the value of its various courses, together with information to entering pupils.

A little investigation will disclose a wealth of published information on all phases of child study and education issued at very small cost. The choice of the type of material suited to the needs of the individual PTA is one of the tasks of the Publications Committee.

Legislative Activities

THE PTA is always nonpartisan in its program in accordance with principles laid down by the national organization. The legislative projects which it does favor are non-political in character.

Local Activities

Locally, there are several matters demanding legislative action in which the PTA has a great concern. They are always anxious to bring before the community the importance of proper certification for teachers. Likewise, they advocate the raising of teachers' salaries in order to attract qualified people to the profession, and the assurance of reasonable security for those who guide and educate children. The PTA is in a position to point out the advantages of issuing bonds for the consolidation of small schools into a better-equipped central one. It takes interest in school elections and the fixing of the tax-rate, not by taking a partisan stand but by informing the electors of the qualifications for the office, urging everyone to vote, and publicizing the need for sufficient school revenues.

State Activities

The PTA favors every legitimate progressive measure for the support of schools and does all it can to secure it for the community's schools. The PTA can be of immense help in preventing the repeal of child welfare and educational laws through petitions to the members of the state legislature and personal visits to the legislators; and also by the submission of resolutions of protest against unwise educational measures and by the registration of opposition to proposed inadvisable ones. For the best interests of the child, the PTA usually supports the establishment of mothers' pensions and juvenile and probationary courts for child de-

linquents under trained workers. Legislation for the better care of dependent and delinquent children always receives their ardent support.

Federal Activities

Federal measures that will benefit child welfare and education are strongly supported by the PTA. From its organization the National Congress of Parents and Teachers has maintained close cooperation with Government departments such as the Children's Bureau, the Bureau of Public Health, and the Office of Education, and has found the material published by the departments of great value to its members.

In short, the PTA endeavors to further all measures whether local, state, or federal, that will ensure to all children and young people the care and education to which they have a right.

Facilities and Equipment Activities

THE PTA does not undertake to provide the facilities or equipment which are properly the responsibility of the school board. Yet there are situations when it does cooperate. In the poorer districts when it is impossible to raise the tax rate, or when, as infrequently happens, the school board does not appreciate the value of the newer methods of instructions, then the PTA has often started a movement for new courses. Explanation of the purpose and aims of the projected course, and reports of the benefits already accrued in other places where it has been tried often bring about a public demand. In this way playgrounds and kindergartens, gymnasiums and lunch-rooms, manual training and domestic science rooms have come into being, or have been newly equipped.

Libraries

The provision or extension of library facilities has always been close to the heart of the PTA, because they realize that a well equipped library is of paramount importance to pupils, and also to adults. This idea is generally easy to impress upon the people of the community who are most ready to respond. If the school library is the pioneering venture, it may provide the impetus for the establishment of a community library. Sometimes a county or state library may be called upon for books which fill a special need in the school.

Music and Drama

Since its incorporation as an integral part of the curriculum, music in the school has benefited by many gifts through the influence of PTA. Pianos, victrolas, orchestral instruments, and now the radio are quite generally employed as a means of education. School dramatics clubs

have sometimes required a stage or a new curtain, and the PTA is always ready to cooperate in the discovery of means for obtaining them.

School Beautification

The PTA has also enlisted the aid of the community in projects for beautifying the school interior as well as the grounds. Pictures, sculpture, and plants inside the building, and grass, trees, and flowers outside are results of their efforts to assist in furnishing pleasant and helpful surroundings for the school. As children spend so many hours in the school atmosphere, the benefit derived from beautiful and orderly surroundings amply justifies the inclusion of such projects in the scheme of education.

Conclusions

THE OBJECT of the PTA is to help children and youth achieve the balanced development of a well rounded personality. This means that the parents at home and the faculty at school, each supreme in its own department, have voluntarily united to serve the needs of the children in whom they have a mutual interest. The home, the school, and the community form the child's world, and the hearty cooperation among the three, brought about by a strong PTA, means a safe and stimulating environment in which he may grow to adulthood.

PTA's Purpose

Child welfare—physical, mental, and spiritual—is the basis of the PTA's cooperation with the school authorities, and extends to all the children in the community, foreign born and native American, ill or well, crippled or normal. Childhood interests are paramount. Child welfare is undertaken so that the child may take advantage of the education offered him. Child protection is sought to guard the child against all influences that will injure or warp him.

Summary of PTA's Service

The ways in which the PTA serves the program of the public school has been described under the six heads of education, health, recreation, publications, legislation, and facilities and equipment of the school.

Education

In the field of education the PTA has been glad to cooperate in the betterment of school conditions for faculty and pupils, and in the expansion of the curricula to include courses adapted to the changing twentieth century. Nowadays education must provide for leisure time as well as for the making of a living, and children should be equipped for both.

The PTA looks to the child's physical welfare, provides a safe environment, through student aid and scholarships helps him get an education, and through extra-curricular activities lends him encouragement and help. Either at home or in special classes the handicapped child is given the type of training he needs. The causes of delinquency are understood and preventive measures promoted. The so-called delinquent child is dealt with by specialists and given that training which enables him to resume his place in society. Parent education is rapidly spreading through the Nation as the PTA stresses the importance of parental understanding of the development of child nature and habits, and of the attitudes of parents towards child problems. Methods and specific activities differ according to the needs and opportunities offered by each community, but the principles at work are the same: cooperation with the school and the community to make the education offered the children of the Nation the best that can be devised.

In active cooperation with all the health agencies of the country the PTA bears its share in providing health and safety for the children. From its earliest days child welfare has received its continued consideration. The PTA is concerned in the care of the exceptional child and cooperates in securing the establishment of clinics to care for him physically and emotionally. Perhaps their most important service here is the spreading of information in regard to these measures which would increase the health and safety of the whole community. Whatever activities for the improvement of health and safety are under way in a locality, the PTA is always doing its full share in advancing these objects.

Health

Increased leisure time for young and old has brought the matter of recreation to the fore, especially as it affects children and young people. Each project is shared by the PTA, whether it be playground, athletic field, pool, or park. The PTA has been foremost in providing recreation centers for social activities, such as arts and crafts, music, dancing, and dramatics. The PTA cooperates with all other agencies to furnish year round, wholesome recreation for the whole community as one vital way of insuring a safe environment for all the citizens.

Recreation

The distribution of the material published by the National Congress of Parents and Teachers and allied agencies forms one of the most essential services of the PTA. On the shelves of its Parents' Bookshelf in a section of the community library set aside for the purpose, there should be books, magazines, and pamphlets issued by Government and university authorities. A wide-awake committee knows all the sources of material available to its members and sees that it is accessible to them.

Publications

The introduction of informational books written in non-technical and interesting fashion is a service that it is the PTA's privilege to perform.

Legislation

Nonpartisan by principle as it is, nevertheless there are educational and welfare measures existing or proposed that the PTA must endeavor to promote, or against which they must protest, in the interest of guarding the health and education of the children. Locally, their efforts are directed to seeing that the voters know the qualifications for a member of the school board and the improvements a higher tax rate would provide. All measures to secure better care and protection for exceptional and delinquent children have the support of all PTA's. Through such ways as are open to nonpartisan efforts the PTA's keep legislative measures before the community.

**Facilities
and Equip-
ment**

Only those facilities and that equipment which it is imperative for any reason that the PTA should provide are ever undertaken by that body, for the basic principle stands that the public school is supported by public funds. In earlier days, and still in some poorer districts, gifts were made to the school to supplement or improve existing material equipment, to initiate new courses, or to beautify the school property. In this matter, too, the PTA gladly acts in cooperation with the school whenever the needs of the children demand it.

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